



# SOUTH NEWCASTLE FEDERATION



## CLAYTON HALL BUSINESS AND LANGUAGE COLLEGE and NCHS – THE SCIENCE COLLEGE

### STATUTORY POLICY

### Behaviour For Learning

DRAFTED BY	Paul Moss/Isobel White
DATE OF APPROVAL BY FULL GOVERNING BODY	June 2012
REVIEW DATE	May 2015
RESPONSIBLE FOR DAY TO DAY MANAGEMENT	Paul Moss at CHBLC Isobel White at NCHS
RESPONSIBLE FOR REVIEW	Associate Headteachers

# **South Newcastle Federation**

## **Behaviour for Learning Policy**

### **1. Introduction**

In order to enable effective learning and teaching to take place, the highest standards of behaviour in all aspects of school life are expected at Clayton Hall Business and Language College and NCHS – the Science College. We expect that unacceptable behaviour will always be confronted and that everyone in the Federation will feel empowered to challenge anyone behaving in an anti-social/unacceptable manner. We hope to create firm discipline within a positive caring atmosphere and believe that positive relationships are key to good behaviour. Both institutions recognise the importance of treating students as individuals who have an important contribution to make to their school and also to society. We believe that students need and welcome the security of clear boundaries and expectations. It is important that rules, procedures and strategies to which we aspire, are clearly understood and modelled by all members of the Federation; and that they are applied consistently, remembering that there needs to be some flexibility in the use of sanctions to take account of individual circumstances. The success of this policy will rely on the full involvement and support of all students, staff and parents.

### **2. Principles of the policy**

There is a clear relationship between effective learning and teaching, attendance and positive behaviour and this policy is initially based upon three fundamental positive principles:

- a) The foremost contributor to good student behaviour is a positive and invigorating atmosphere with well-paced and appropriately challenging lessons for all (See Learning and Teaching policy)
- b) Students who attend regularly are more likely to behave well as there is greater continuity to their learning. Pupil attendance will be closely monitored and action taken to address any issues (see Attendance Policy).
- c) In order to help pupils achieve their potential, all students are provided with a stimulating environment and rewarding atmosphere.

## FEDERATION BEHAVIOUR FOR LEARNING POLICY

### *The policy is based on the premise that:*

- The teacher has the right to teach without interruption
- All pupils have the right to learn (no pupil has the right to deny another pupil an education)
- Everyone has the right to feel physically and emotionally safe
- All pupils have the right to be treated fairly

Above all it means that students accept responsibility for their own actions and ensures that poor behaviour does not affect the education of others.

### **General Responsibilities**

- respecting others (at all times)
- listening to and responding to teachers
- avoiding conflict with others

### **3. Aims of the Policy**

- a) To create a caring and purposeful learning environment.
- b) To clarify what is meant by “good behaviour and discipline” and ensure success through the highest standards of behaviour towards each other and towards all members of the school community.
- c) To motivate students by using a variety of rewards to recognise effort, hard work and good behaviour in a clear and structured way. This will help them value their own and other’s contributions so that they can grow socially, personally and academically.
- d) To promote and develop confidence, self-esteem and self-discipline with due regard for authority and positive relationships based on mutual respect and support for all students.
- e) To encourage students to take responsibility for their own actions and ensure that they act as responsible members of the school, giving positive impressions within it and also to the wider community.
- f) To ensure consistency of response and equality of treatment to both positive and negative behaviour.
- g) To help develop proactive young citizens with an understanding and respect for the rules needed to live and succeed in the wider world.

#### **4. Rules, Roles and Responsibilities (a summary of the school rules, responsibilities are displayed in each classroom – see appendix 1 & 2)**

##### ***Classroom Responsibilities. Students are expected to:***

- treat the teacher with respect
- listen carefully to the teacher
- work sensibly and treat others with respect: no name calling and no swearing
- listen to person who is supposed to be talking.
- bring the correct equipment to the lesson
- wear the school uniform correctly
- abide by the Home-School Agreement and the Behaviour for Learning policy rules
- have a positive approach to school life
- be positive ambassadors of the school through their exemplary behaviour on their way to and from school and when representing the school on trips
- be ready to learn by ensuring regular attendance and being punctual to all lessons with the correct equipment
- follow instructions at the first time of asking co-operating with other students and staff
- work to the best of their ability at all times and allow others to do the same
- be polite and respectful to other members of the school community
- wear their uniform with pride ie correctly at all times during the day and on the way to and from school
- have a conventional hairstyle and have no unauthorised piercings and/or tattoos (see uniform policy)
- inside the building, students should not run and should keep to the left in corridors and on staircases.
- around the site, students must move from one place to another in an orderly manner, using the paths. Cycling is not allowed on the school site
- staff and students should not tolerate racist language or behaviour. This must be reported to a senior member of staff (See Anti-Bullying and Equal Opportunities policies)
- not chew gum – chewing gum is forbidden in school
- remove their coat, and other items that do not form part of the school uniform, when entering the school building and not put it back on until they leave the building
- not wear trainers, if trainers are worn to play sport at lunch or break, they should change back into their shoes before entering the school building. Platform shoes, high heels or shoes with no backs should also not be worn for health and safety reasons.

- not wear jewellery, apart from one stud per ear (see uniform policy).
- keep their money in their personal possession at all time. Large amounts of money should not be brought into school. If a significant sum of money does need to be brought, it should be handed into the office and collected at the end of the day
- not interfere with windows, radiators, whiteboards, blinds and other classroom materials/resources

***Students must not:***

- disrupt the learning of others
- prevent the teacher from teaching
- put at risk the health and safety of others

Good behaviour will be reinforced by the rewards systems and by involving students in the school's decision making processes via the school/college council and student voice.

***Staff are expected to:***

- deliver the Home-School agreement and support this Behaviour for Learning Policy at all times
- be positive ambassadors of the school through their professionalism at all times
- encourage good behaviour from students and colleagues: leading by example and using positive language
- manage the behaviour in their classroom in line with the school policy and their individual department policy
- support students and colleagues
- be ready to teach by having good attendance and by being punctual to all lessons
- treat all students fairly and equally
- adhere to the Learning and Teaching policy to ensure high quality delivery central to positive student behaviour
- undertake thorough planning to provide challenging, interesting and relevant lessons appropriate to the age, ability and any individual needs of all students
- create a safe, pleasant and effective learning environment
- take every opportunity to promote and reward good behaviour, achievement and effort when deserved
- be aware of their individual use of the reward and sanctions systems
- use rules and consequences outlined in this policy clearly and consistently

- intervene promptly when they encounter poor behaviour or unexplained absence.
- form good relationships with parents liaising regularly to help them support their child's learning and to share any concerns about their child's education, welfare or behaviour

***Parents / Carers are expected to:***

- abide by the Home School Agreement
- be ready to support the School Behaviour for Learning Policy by reinforcing school rules
- share concerns about their child's education, welfare and behaviour with the school
- support their child's independent learning
- engage in dialogue with the school regarding their child's progress and attend parents' evenings / academic mentoring sessions
- encourage their child to be an ambassador of the school at all times
- ensure that attendance exceeds 95%
- inform the school of any absence
- ensure their child arrives at school on time
- ensure their child is in full uniform and wears the uniform in accordance with the uniform policy
- support the school's decisions whilst having an entitlement to be fully informed about and ask questions about decisions regarding their child's behaviour.

## **6. Rules / Keys to Success**

### ***Keys to Success - School Code of Conduct***

- Always be punctual, wait quietly and be fully equipped, ready to work.
- Enter and leave classrooms and move around the school in an orderly fashion.
- Follow instructions at the first time of asking.
- Be polite and courteous to everyone at all times
- Stay on task and allow others to do so
- Work hard to fulfill your potential
- Mobile phones, iPods or MP3 players are not allowed in school
- Wear the school uniform correctly at all times
- Eat or drink in designated area only. Chewing gum is not allowed in the school
- Put litter into a bin

## **7. Rewards and Incentives**

We believe that all children are motivated to learn by praise, reward and celebration of achievement. Students should always be commended for good behaviour. Staff should recognise students' special achievements and share such information with other colleagues. Where possible comments should also be logged on the student's record. Staff should make use of all possible rewards (see appendix 3 for a summary) including ones specific to their department.

## **8. Consequences**

Any student breaking our rules will be choosing a corresponding consequence.

There will be a graduating scale of sanctions to be applied in line with the school system.

These will include:

- verbal reprimand
- citation or planner/diary note
- detention/withdrawal of privileges
- referral to HOD/HOH/HOC or senior staff
- Isolation (Quiet Room)
- exclusion from school, internal or external
- parental involvement

Confronting all incidents and acting consistently when applying sanctions ensures the deterrent effect of our Behaviour for Learning Policy. We recognise that it is never the person themselves but always their actions, which have led to the sanction and restorative justice techniques will be used to address situations where appropriate/possible.

It is not possible to link a specific sanction to a particular offence in all cases. The specific circumstances of each offence must be taken into account when deciding upon sanctions.

Parents will be informed by letter, student planner, email or telephone of their child's behaviour. In any serious case of misbehaviour students may be excluded internally or externally and parents invited into school to discuss the situation. The decision to exclude internally or externally will depend on the severity of the incident, the home situation and the behaviour history of the pupil. Parents play a vital role in the Behaviour for Learning Policy we will keep parents informed should their child be giving cause for concern.

## **9. Bullying**

See Anti-Bullying Policy.

## 10. Referral System

a) The following types of misbehaviour may be dealt with by the class teacher or member of staff encountering them:

- minor disruption
- chatting in class
- mild answering back to staff
- overly boisterous behaviour
- dropping litter
- not wearing uniform properly
- non-completion of independent learning tasks
- minor name calling
- forgotten or incorrect equipment
- chewing gum at any time or eating in class

All of the above will be monitored using the school monitoring system and repeated low level behaviour will be punished in line with the school system.

b) The following types of incident must be referred by a member of staff to their line manager (unless they are themselves senior staff). Incidents in departments should be referred to the HOD and incidents outside of lessons/pastoral issues referred to the HOH/HOC:

- repeated disruption in class
- challenging the authority of a member of staff
- serious offensive language/minor physical assault (see also Anti-Bullying Policy)
- vandalism
- truancy
- smoking
- poor behaviour on the way to or from school

c) If the following types of incident occur, the assistance of a senior member of staff must be sought immediately:

- use of obscene/offensive language towards a member of staff
- assault on a member of staff
- fights between students

- serious assault on another student
- persistent bullying, sexual, racial or other harassment
- theft
- possession of a weapon or otherwise threatening the safety of others;
- any suspicion of illegal drug or alcohol possession, supply or abuse

All incidents of misbehaviour must be managed using the school behaviour reporting and referral system

### ***Behaviour Referral System***

#### ***Rationale***

- a) A key concept which underpins any successful behavioural system is that teachers must 'own' incidents in their classroom. They may require support in dealing with issues and enforcing sanctions but, as far as possible, the classroom teacher must be involved in the process.
- b) Departments must have their own internal support structures. These may include pre-agreed strategies such as referral to the Head of Department, to another member of the department or to a member of staff in a "buddy" department
- c) The classroom teacher's first point of contact on behavioural issues is their Head of Department, *not* the Head of College/Head of House. Incidents that need to be referred upwards go in the first instance to the Head of Department (see Behaviour Management System flowchart (Appendix 4)).

## **Appendices**

## **Exclusions**

- a) Exclusion occurs when a student's behaviour results in their removal from lessons for a designated length of time. Exclusions may be fixed term or, in exceptional circumstances, permanent.
- b) The school follows the DCSF Guidance on Exclusions (updated April 2008)
- c) The school will only levy exclusions when absolutely necessary. However, we will never shirk from taking appropriate action when necessary.
- d) We recognise that exclusions cause disruption to students' learning, which might negatively influence their future behaviour. In all but exceptional circumstances, fixed term exclusions will be limited to 5 school days.
- e) There will be a re-integration meeting with the student and their parents after some internal exclusions and every fixed term exclusion.
- f) In rare cases, the school may have to consider permanent exclusion. Sometimes this will be for a significant isolated incident. However, for students known to be at risk of permanent exclusion, a range of measures may be implemented as appropriate:
- agreeing an individual behaviour plan / pastoral support plan with parents
  - assessment of social, emotional and learning needs
  - alternative curriculum options (e.g. part-time college provision or work experience)
  - allocation of a learning/careers mentor
  - interview with the Headteacher at the appropriate school
  - attendance at a Student Referral Unit (PRU)
  - managed move to another school

### ***Behaviour likely to result in fixed term exclusion:***

- persistent and seriously disruptive behaviour
- confrontational behaviour/obscene language towards students or staff including obscenity, offensive language, racist, sexist or homophobic language
- serious vandalism
- disruption in the local community
- theft
- repeated incidence of smoking
- fighting/assault
- carrying a potentially dangerous weapon/implement on the journey to or from the school
- bringing a potentially dangerous weapon/implement onto the school site

- Use/possession of a controlled substance
- behaviour likely to bring the school into disrepute

***Behaviour likely to result in permanent exclusion:***

- physical assault upon a member of staff
- serious physical assault upon another student
- supplying a controlled substance
- repeated use or possession of an illegal substance
- possession of knives
- actual, intended or threatened use of a potentially dangerous weapon/implement on the school site.
- posing a serious and/or repeated health and safety risk
- repeated incidents of serious misbehaviour
- sexual misconduct
- criminal offences committed on the school site, whilst representing the school or whilst on the way to or from school
- or other serious reasons at a Headteacher's discretion.

The procedures that will be followed in these situations are as follows (these are set out in greater detail in the DCSF Guidance):

***Fixed term exclusion*** (up to 15 days per academic year)

- The Headteacher at the appropriate school makes the decision.
- Students are excluded by the Headteacher at the appropriate school for serious breaches of the Code of Conduct.
- Telephone contact is made with the parents immediately.
- A letter is sent to the parents with an explanation of their rights, including their right of appeal, with a copy to the Chair of the Governing Body.
- Teaching staff must provide work for the student.
- The school must comply with required levels of student supervision.
- The parents and student must attend a formal re-integration meeting.
- The school will follow at all times the guidance issued by the Secretary of State.
- The local authority is informed from Day 6 of any exclusion.

### ***Permanent exclusion***

- The Headteacher at the appropriate school makes the decision.
- A letter is sent to parents with an explanation of their rights, with a copy to the Chair of the Governing Body.
- Teaching staff must provide work for the excluded student until any appeals have been heard and a final decision is reached.
- A Governing Body hearing will be convened to deliberate upon the exclusion; the parents, student and the school will be expected to attend.

The Headteacher at the appropriate school, supported by relevant staff will present the case for a permanent exclusion. The parents and student will be able to make representations to the school and governing body.

### **The governors can either:**

- Uphold the permanent exclusion
- Re-instate the student

If the governors uphold the decision to permanently exclude, the parents do have the right to lodge an appeal with the Local Authority. The Local Authority will convene an independent panel to hear the case.

### **The panel can:**

- Uphold the permanent exclusion
- Re-instate the student
- Decide that the decision to permanently exclude was incorrect but the relationship between the school and family has broken down. In this case the student will be offered a new school.

If a student is re-instated the parents and student will meet the relevant staff as soon as possible after the disciplinary hearing. A re-integration programme will be agreed to ensure that all involved do their best to achieve a successful return to school.

## **Rights for All**

- The teacher has the right to teach.
- All pupils have the right to learn without disruptions
- Everyone has the right to feel physically and emotionally safe.
- All pupils have the right to be treated fairly and be given help when needed
- No pupil has the right to deny another pupil and education.

## **Classroom Responsibilities**

- Treat the teacher with respect
- Listen carefully to the teacher
- Work sensibly and treat others with respect: no name calling and no swearing.
- Listen to person who is supposed to be talking.
- Bring the correct equipment to the lesson

- Wear the school uniform correctly

## Clayton Hall Business and Language College

### **Classroom Consequences**

- Verbal warning.
- Second warning and name on board
- 3<sup>rd</sup> Warning (Citation on SIMS and detention by the subject teacher)
- Referred to Head of Department and further consequences imposed

(Pupil completes a reflection sheet during their time out of their lesson)

## **Rewards System**

### ***Stage 1 Positive Citations***

These will be issued by staff for good work, effort or attitude.

### ***Stage 2 College Points***

These will be issued for sustained effort, outstanding achievement or an outstanding contribution to the life of the school.

#### **Points and Prizes**

- ❖ 5 Positive Citations = 1 College Point
- ❖ 5 College Points = Level 1 Prize = College bag
- ❖ 10+ College Points = Level 2                      Prize = £5 Voucher
- ❖ 15+ College Points = Level 3                      Prize = £10 Voucher

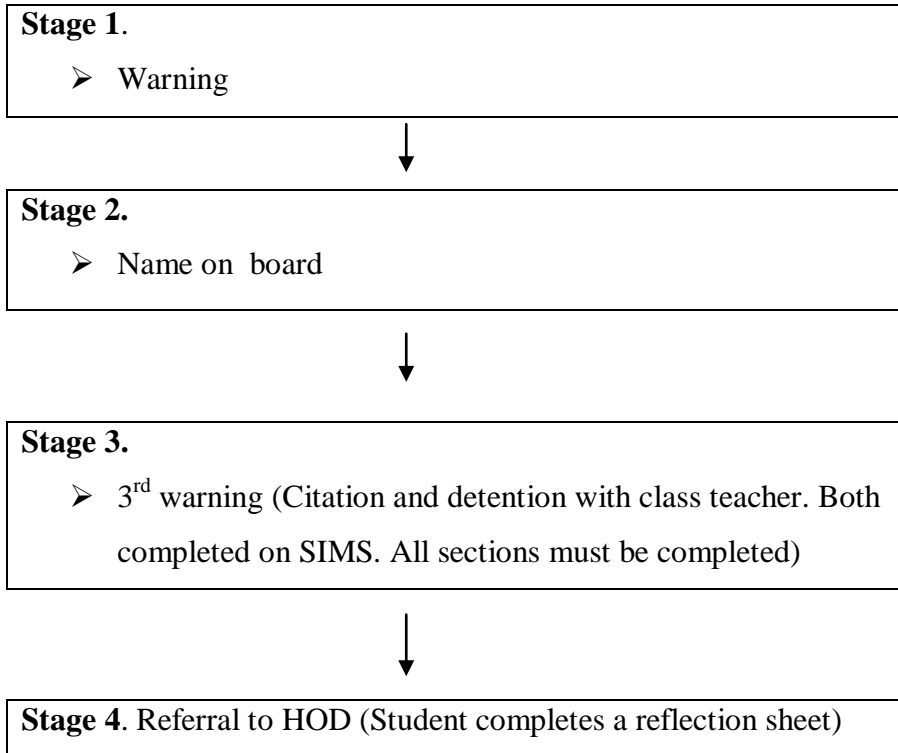
Level 2 & 3 students also receive the prizes from the previous levels.

#### **College Point Prize Draws**

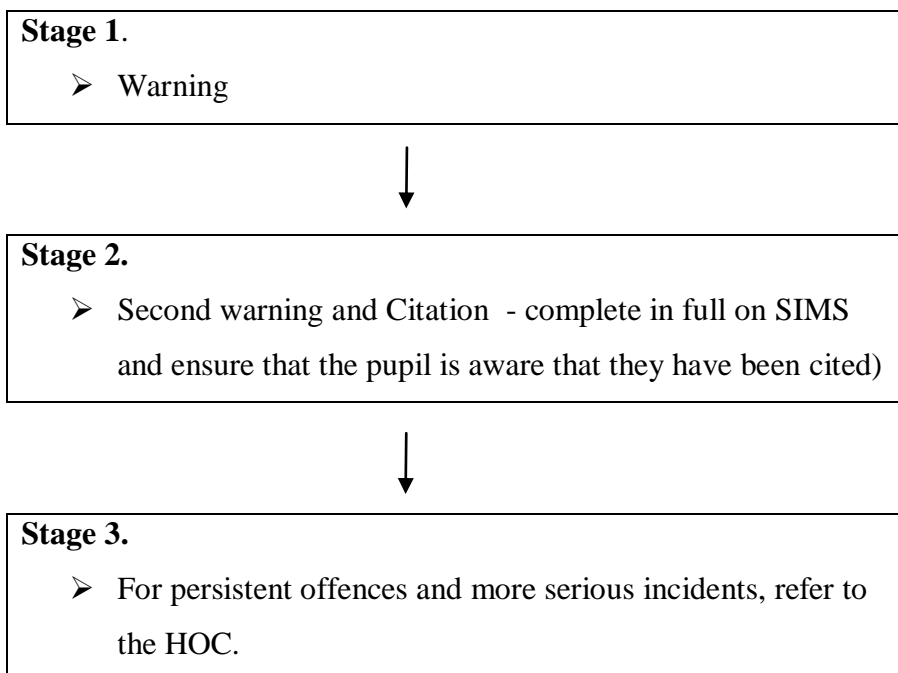
- ❖ There will be a fortnightly draw in each college and the winner will receive £20. The draws will take place in the College assemblies.
- ❖ 4 draws (one per College) for an ipod will take place at the end of each term.

## **Behaviour Management (in classroom)**

Suggested procedure for dealing with poor behaviour, attitude, effort etc



## **Behaviour Management (outside classroom)**



### **For serious incidents only**

Consider isolation in the Quiet Room. Referral should be via the HOD or HOC and in all cases the red slip should be completed in full and sent to the Quiet Room for consideration. PWM will review all referrals. The aim of this is to reinforce the use of the school BFL policy and to raise the profile of the QR.

## **Appendix X - Classroom Management Checklist**

### **a) *Shout less***

- Don't rush; keep calm
- Being quiet with students means its hard for them to get angry with you

### **b) *We have to teach behaviour***

- Children do not behave well automatically, we have to teach them
- Its best if we all teach them the same thing and reinforce it
- Learning will need to be reinforced more often for some classes

### **c) *Do the opposite of what comes naturally***

- Moving less gives authority

### **d) *Deal with early disruptions***

- Ask fewer questions
- Don't give pupils "a platform"
- Instead give clear instructions saying what how want and how you want it – use non-verbal cues wherever possible
- Keep verbal directions and reminders brief eg "Michael you're talking", "Michael you should have stopped writing" rather than *describing* what they are doing "How many times do I have to tell you etc etc"
- Avoid the WHY questions. Instead of "Why have you left your chair out?" say "you've left your chair out" or just simply " chair"
- Use **positive corrective language**

### **e) *Establish Ground Rules***

- Classroom code of conduct + the classroom rules that apply particularly to your subject

### **f) *Get the class quiet and establish workable noise level***

- Hand or 54321
- Volume control

### **g) *Avoid talking over significant noise***

- Use tactical pausing and scanning

### **h) *Have a seating plan***

### **i) *Have a 3-4 part lesson plan and structure***

*j) Have an entry / exit strategy to the room*

- Register at the beginning or during the lesson?
- “Chairs in, shirts in, ties done up”